



Building
Relationships
with Families

Creating Bright Futures

Session 1

SpecialQuest

Multimedia Training Library

*Supporting Infants and Toddlers with Disabilities
and Their Families in Inclusive Settings*

Developed by

The Hilton/Early Head Start Training Program

California Institute on Human Services | Sonoma State University



SESSION
1



Creating Bright Futures

SESSION

1

Facilitator's Planning Worksheet



1 hour,
15 minutes total

Creating Bright Futures:

A Vision for Including Young Children with Disabilities and their Families in Early Care and Education Programs

Learning Outcomes

- ♦ *Participants will consider their vision for inclusion of young children with disabilities and their families in early care and education programs.*
- ♦ *Participants will listen to families sharing their experiences.*

Agenda	Length	Facilitator
Introduction and Overview	25 minutes	
Agree on Ground Rules	5–10 minutes	
Creating Bright Futures	25 minutes	
View DVD: <i>Creating Bright Futures</i>	10 minutes	
Discussion: Visions & Quotations	15 minutes	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	10 minutes	

Facilitator Team

Presentation

 Name/Family Voice

 Date/Time

 Name/Early Care and Education Voice

 Location

 Name/Early Intervention Voice

 # of Participants

Icon Key



Chart



Note



Handouts



DVD



Key Point

What you will need:

**Equipment:**

- ☐
- LCD/DVD/Monitor

**DVD:**

- ☐
- Creating Bright Futures*

**Charting Equipment:**

- ☐
- Flip chart and markers
-
- ☐
- Masking tape or pins

**Handouts (English/Spanish):**

- ☐
- #1 Learning Outcomes
-
- ☐
- #2 Acknowledgements:
- Creating Bright Futures*
-
- ☐
- #3 Guided Viewing:
- Creating Bright Futures*
-
- ☐
- #4 Quotations:
- Creating Bright Futures*

Important Considerations

This session is essential to set the tone for audiences who are considering including young children with disabilities and their families in early care and education programs. It is also important to create a safe climate for personal reflection and sharing.

This session will help participants consider their vision for including individuals with disabilities in their programs and communities and explore the importance of working collaboratively to enhance services for infants and toddlers with disabilities and their families.

Introductions are particularly important the first time a group is together to get to know each other. The suggested opener may be modified to gather input or identify issues that may be of importance to the group. In the brief introductions suggested, participants briefly share their name, role, and program. They also share one word or idea that comes to mind when they think about building relationships between families and service providers. Other options include sharing key issues that affect family-service provider relationships, effective strategies that build positive relationships, reasons for (or the importance of) building relationships with families, etc. Some of these openers may take longer than others. Facilitators may want to chart some of the ideas, issues, or strategies to refer to later in the session.

In the wrap-up, the importance of having a vision for inclusive services is highlighted. Participants are asked to consider developing or revisiting their own vision for services to children and families. In the *Including Infants and Toddlers with Disabilities and their Families* volume, "Session 2: Developing Your Vision," there are suggested activities for developing a common vision for inclusive services. This volume provides opportunities to consider how to effectively partner with families to achieve these visions.



Creating Bright Futures



Creating Bright Futures

SESSION

1

Facilitator's Script



1 hour,
15 minutes total

Creating Bright Futures: A Vision for Including Young Children with Disabilities and their Families in Early Care and Education Programs



25 minutes

Introduction and Overview

Welcome to our training session on “Creating Bright Futures: A Vision for Including Young Children with Disabilities and their Families in Early Care and Education Programs.” My name is _____.

I represent the voice of _____ (family, early intervention, early care and education). Facilitating with me today are _____ (name/voice) and _____ (name/voice).



Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.

In this session, we will begin to think about including young children with disabilities and their families in all early care and education programs—home-based, center-based, and family child care. The first step in including young children with disabilities and their families is having a vision of what inclusion will look like. We will look at some programs that include young children with disabilities and their families in early care and education programs.

Before we get started, we'd like to get to know you and learn a little about you. Please share your name, your role, your program, and one word or idea that comes to mind when you think about Building Relationships with Families. Each participant has approximately 30 seconds.



Review Learning Outcomes and Agenda.

See Facilitator's Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ♦ *Participants will consider their vision for the inclusion of young children with disabilities and their families in early care and education programs.*
- ♦ *Participants will listen to families sharing their experiences.*

Agenda

Agree on Ground Rules

Creating Bright Futures

- View DVD: *Creating Bright Futures*
- Discussion: Visions & Quotations

Wrap-Up

Reflections/Continuous Improvement



5–10 minutes



Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



25 minutes total



10 minutes

Creating Bright Futures

View DVD: *Creating Bright Futures*

We are going to be thinking about visions for including infants and toddlers with disabilities and their families in our programs.

When you begin to plan any program for children and families, you must think about what that program will be like. What do you want to accomplish for children, families, and the community? What do families in your community tell you about their visions? What do they want to accomplish?

By answering these questions, you begin to clarify your own vision. Another way to clarify your vision is to consider other visions. That's why we are going to show the DVD, *Creating Bright Futures*, produced by the Hilton/Early Head Start Training Program. You will see footage of infants and toddlers with disabilities in early care and education programs where early intervention services are provided in natural environments. These programs have actualized their vision of including infants and toddlers with disabilities and their families. These are settings in which the children and families have a sense of belonging and inclusion.



Handout #2: Acknowledgements: *Creating Bright Futures*

Handout #3: Guided Viewing: *Creating Bright Futures*

Please take out Guided Viewing Handout #3 and record your thoughts to the following questions as you view the DVD:

- ♦ *What vision of inclusion is illustrated in the DVD?*
- ♦ *What do families say about their experiences?*



Start DVD: *Creating Bright Futures* (10 minutes)



15 minutes

Discussion: Visions and Quotations



What vision of inclusion is illustrated in the DVD?

What did you hear families say about their experiences?



Add any of the following key points not mentioned by the group:

- ♦ *Childhood belongs to all children*
- ♦ *Children with disabilities can do things that no one thought they could do—others get to see that*
- ♦ *Seeing kids as kids first*
- ♦ *Parent was unsure if she was giving her children what they needed; it helped to have someone to talk to; someone to say she was doing a good job*
- ♦ *Having a place where the child is considered just another child in the classroom*

At the beginning of the DVD, there are several quotations.
Let's look at your handout of quotations.

**Handout #4: Quotations: *Creating Bright Futures*****Read the quotations aloud.**

"Children are likely to live up to what you believe of them."

—Lady Bird Johnson

"When I approach a child, he inspires in me two sentiments:
tenderness for what he is and respect for what he will become."

—Louis Pasteur

"Life affords no greater responsibility, no greater privilege, than the
raising of the next generation."

—Everett Koop



*What do these quotations say to you about your
work with young children and their families?*

*What do these quotations tell you about including
infants and toddlers with disabilities and their
families in your community programs?*

**Add any of the following key points not mentioned by the group:**

- ♦ *We need to have a vision of including infants and toddlers with disabilities and their families before it can become reality.*
- ♦ *Expectations of infants and toddlers with disabilities and their families shape program designs and services.*
- ♦ *Infants and toddlers with disabilities grow up; so we must think about their lives as contributing adults and work toward that vision from the very beginning.*

Lady Bird Johnson and Louis Pasteur had positive, clear visions for the future of all children. Our vision is that including young children with disabilities and their families will enhance their lives now and in the future.

The importance of this vision has been recognized by the federal government through legislation and regulations, including the Individuals with Disabilities Education Act (IDEA), the Head Start Performance Standards (HSPS), the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act.

These pieces of legislation guarantee that individuals with disabilities will have access to the things that most people take for granted: a free appropriate public education; meaningful work in the community; easy access to public places; and support to address unique, individual needs. The legislation is also intended to facilitate the coordination of services across the systems and professional disciplines serving infants and toddlers with disabilities and their families. This emphasis on listening to families and building partnerships to provide supports and services is the focus of the sessions in this volume.



Facilitators should be sure to remind participants to consult the most current information on these laws and regulations.



5 minutes

Wrap-Up

The *Creating Bright Futures* DVD contains numerous ideas that can be used to think through many aspects of inclusion in early care and education programs.

Having a clear vision for collaborative inclusive services is one of the important elements in providing quality services to young children with disabilities and their families. If your program or community does not have a vision for inclusive services, plan some time to work together to develop a vision for your team, program, or community.



Are there any questions or comments about the training today?



Review the Learning Outcomes.

See Facilitator's Guide.

As we work together in future sessions, you will have the opportunity to consider your vision as you collaborate with others to develop a broader vision for including young children with disabilities and their families in your community.

*10 minutes*

Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2–3 strategies you can start to use right away.



Gather Continuous Improvement feedback.

See Facilitator's Guide.

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session and what could be done to facilitate your learning.



Divide a piece of chart paper into 2 columns, as shown. Entitle 1 column **"What worked?"** and the other column **"Suggestions for improvement."**

What worked?	Suggestions for improvement



Chart participants' comments without rebuttal or discussion. Facilitators can act on these suggestions, as appropriate, in future training sessions.



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What worked for you today?

What suggestions for improvement do you have?

Thank you for your participation today.

End training session



Learning Outcomes

- ◆ *Participants will consider their vision for the inclusion of young children with disabilities and their families in early care and education programs.*
- ◆ *Participants will listen to families sharing their experiences.*



Session 1 Handout #1



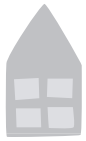
Creating Bright Futures

Acknowledgements

We would like to acknowledge the following individuals and programs for their incredible contributions in the development of this DVD. The DVD was produced by Joan E. Porter and Gary Christian Film and Video, in collaboration with the Hilton/Early Head Start Training Program in 1998. Many families and service providers across the country participated in the videotaping and interviews, while others offered us the help and hospitality that enabled the project to come together. Our sincere appreciation is extended to each of them and to their families and colleagues behind the scenes.

- ♦ *Ella Bartlett, Infant Parent Service Coordinator, Child Development Resources, Norge, Virginia*
- ♦ *Marcia Callender, Parent, Bronx, New York*
- ♦ *Children, Families, and Staff, Cheriton Migrant Head Start Center, Cheriton, Virginia*
- ♦ *Children, Families, and Staff, Child Development Resources, Norge, Virginia*
- ♦ *Children, Families, and Staff, Parksley Migrant Head Start Center, Parksley, Virginia*
- ♦ *Children, Families, and Staff, Rosemount Center, Washington, DC*
- ♦ *Children, Families, and Staff, United Cerebral Palsy of Washington and Northern Virginia, Alexandria, Virginia*
- ♦ *Sara M. Clark, Infant Parent Service Coordinator, Child Development Resources, Norge, Virginia*
- ♦ *Annie Collins, Center Director, Cheriton Migrant Head Start Center, Cheriton, Virginia*
- ♦ *Jean Cornelius, Disabilities Mental Health Manager, Rosemount Center, Washington, DC*
- ♦ *Joyce Pettit Dix, Center Director, Parksley Migrant Head Start Center, Parksley, Virginia*
- ♦ *Corrine Garland, Executive Director, Child Development Resources, Norge, Virginia*
- ♦ *Catherine Goins, Early Head Start Coordinator, Sacramento Employment Training Agency, Sacramento, California*
- ♦ *Gina Guarneri, Program Specialist, Infant Development Program, Sacramento County Office of Education, Sacramento, California*

Session 1 Handout #2



- ◆ *Jaclyn Haight, Director, Early Childhood Programs, Port Gamble S'klallom Tribe, Kingston, Washington*
- ◆ *Chris Hansen, Director, Quality Improvement Center for Disabilities Services Region III Subcontract, Georgetown University Child Development Center, Washington, DC*
- ◆ *Rick Kagan, Virginia Council of Churches of East Coast Migrant Council, Arlington, Virginia*
- ◆ *Stacy Keating, Parent, Williamsburg, Virginia*
- ◆ *Lynn Milgram Mayer, Director, United Cerebral Palsy of Washington and Northern Virginia, Alexandria, Virginia*
- ◆ *Karen McKinney, EHS Director, Rosemount Center, Washington, DC*
- ◆ *Marsha McLean, Director, Child Development Resources, First Steps, Williamsburg, Virginia*
- ◆ *Rochelle Pleasant, Special Care Training Consultant, Child Development Resources, Norge, Virginia*
- ◆ *Penny Purser, Parent, Kingston, Washington*
- ◆ *Charlene D. Riley, Education Consultant, Cheriton Migrant Head Start, Cheriton, Virginia*
- ◆ *Aracelly Valverde, Parent, San Diego, California*
- ◆ *LaNeen White, Program Specialist, Virginia Council of Churches of East Coast Migrant Council, Arlington, Virginia*
- ◆ *Rose Williams, Lead Teacher, Child Development Resources, First Steps, Lafayette High School, Williamsburg, Virginia*

Session 1 Handout #2



Guided Viewing: *Creating Bright Futures*

What vision of inclusion is illustrated in the DVD?

What do families say about their experiences?

Session 1 Handout #3



Quotations: *Creating Bright Futures*

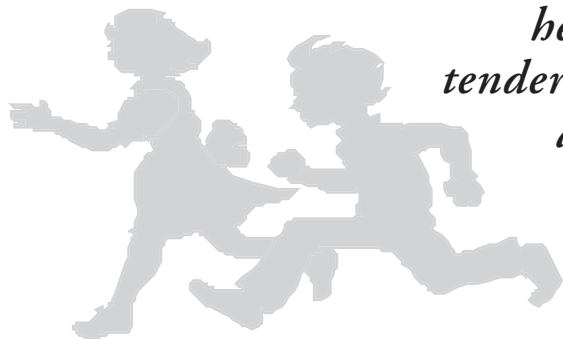
*“Children are likely
to live up to what you
believe of them.”*

Lady Bird Johnson



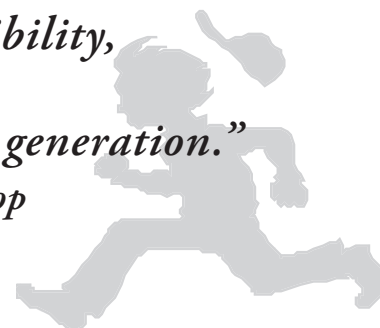
*“When I approach a child,
he inspires in me two sentiments:
tenderness for what he is
and respect for what he will become.”*

Louis Pasteur



*“Life affords no greater responsibility,
no greater privilege,
than the raising of the next generation.”*

Everett Koop



Session 1 Handout #4



Session 1 Handout #4